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ABSTRACT
A program is proposed which would recruit Negro inner-city high school students, primarily Negro young men who would ordinarily not go to college for financial or academic reasons (25 in each of three cycles), for teaching careers in elementary and junior high schools. A major emphasis is placed on providing a successful transition from high school to college. Students will engage in a 4-year work-study program leading to a bachelor's degree and to a provisional teaching certificate. They will receive almost all of their professional training in the field, earning increasing stipends as they move along a career ladder from paraprofessional (first two years), to student teacher (third year), to intern (fourth year), to certified teacher (fifth year). For the first year of full-time teaching, graduates placed in groups of three or four in any given school will participate in an on-going university-school seminar and will also work with college freshmen just entering the program. A full-time staff of one faculty member from Monteith College, one from the College of Education, and one clinical professor from the school system will facilitate development of the closest possible relationship between the general education and professional components of a completely restructured undergraduate teacher education program. (The proposed 5-year schedule and evaluation and dissemination plans are included.) (JS)

GPO 870-390

ED032286

A Proposal to the U.S. Office of Education under the Education Professions Development Act of 1967.

Teacher Preparation Work-Study Proposal

A. Operating Grant.

B. Wayne State University, College of Education and Monteith College, Detroit, Michigan 48202.

C. Richard Wisniewski, Assistant Dean, College of Education, Wayne State University, Detroit, Michigan 48202

D. Beginning date: January 1, 1969 - June 30, 1970, and for five and one-half succeeding years.

E. The program is a combined effort of the College of Education and Monteith College at Wayne State University in cooperation with the Detroit Public Schools. It's essential purpose is to recruit for teaching Negro high school students who would ordinarily not go on to college both for economic and academic reasons. Students will engage in a four year work-study program leading to a bachelor's degree and to a provisional teaching certificate. They will receive almost all of their professional training in the field, earning increasing stipends as they move along a career ladder from paraprofessional to intern to teacher. The programs of Monteith College and the College of Education will be blended so as to make as relevant as possible a persons college education in terms of his professional competancies. A special emphasis will be placed on recruiting Negro young men for teaching. A major emphasis is also placed on providing a meaningful transition from high school to college. The program is not only designed to help students to succeed in college, but also to involve them in a teacher preparation program that is superior to models currently offered by most universities.

F. Funds requested for inital 18 months: $129,321

G. The Assurance of Compliance with Title VI of the Civil Rights Act of 1964, dated January 20, 1965, applies to the application submitted herewith.

H.

Richard Wisniewski, Assistant Dean College of Education	Clifford Van Buskirk, Grant and Contract Officer

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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3. Educational Personnel Needs

A. The major personnel needs to be met by this program are all related to opening the doors to the teaching profession for Negro students in inner-city high schools who have the potential for college and teaching but who will not enroll in college unless special efforts are made to recruit and prepare them for a college career. There is a tremendous need in Detroit and in all urban areas to shatter the subtle and overt patterns of academic discriminations that have worked against many Negroes seeking a higher education for generations. There is also a need for more and more fully qualified black teachers in the schools of Detroit. This proposal is designed to recruit Negro inner-city high school students, primarily Negro

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* This proposal has evolved from a long series of discussions that have involved a number of university and school system personnel. The idea of a work-study program was initiated by Professor August Kerber of the Department of Educational Sociology at Wayne State University. Grateful acknowledgement is made to Dr. Kerber, Dr. Howard Reilly, Dr. David Makinson, Dr. E. Brooks Smith. Dr. Ruth Ellsworth, and others from the College of Education who have contributed to the ideas outlined in this document. Dr. Max Coral, Associate Dean, and Dr. Richard Schell, Advisor, represented Monteith College in making plans for a cooperative model involving Monteith and the College of Education. Representatives from the Detroit Public Schools have included Dr. George Owen, Mrs. Gertrude Kirkwood, Dr. George Donoian, Mr. John Edmundson, and Mr. John Lindsey. The most recent discussions prior to submission of the proposal have involved Dr. Elvin Rasof, In-Service Youth Program, and Dr. Charles Stewart, Acting Director, Continuing Education Department. Acknowledgement is also made to Dr. Arnold Glovinsky, Director of the Paraprofessional Study of the Wayne County Intermediate School District, for his continued help.

young men, for teaching careers at both the elementary and junior high levels-two critical teacher shortage areas. It is designed to develop: (1) a work-study experience that will demonstrate an effective pattern of preparation for teaching; (2) the closest possible relationship between the liberal arts or general education of the student and his chosen profession, and (3) a realistic transition from high school to college life. It provides financial support for needy students, the stipends being earned in the work-study component of the program.

B. Specific Objectives

The program has several interrelated objectives: First, it will recruit and prepare 25 students from inner-city high schools, primarily Negro young men, for a teaching career. It is anticipated that two additional groups of 25 students each will be recruited, for a total of 75. While these numbers are not high, they can readily be expanded. It is fully anticipated that the procedures worked out will have a major influence on the total general education and professional preparation programs now in effect on the campus.

Second, the program will work toward the effective blending of one's college experiences and one's professional work. The relevance of one's general education with respect to a career in teaching will be a major touchstone of all decision making related to curricula. In this connection, a close working relationship between Monteith College and the College of Education together with

the Detroit Public Schools personnel will seek to challenge and overcome the traditional schism between "theory and practices" as it usually exists in teacher preparation programs.

Third, the work-study component will provide the most effective possible preparation for teaching. Each student will earn a stipend as he progresses along a career ladder ranging from being a teacher's assistant, to student teacher, to intern over a four year period. The opportunities for making the professional preparation of teachers as relevant as possible appear to be tremendous in such an approach.

Fourth, the key university and school system personnel responsible for the group of students will be working very closely together in implementing and guiding the student through the field experiences. The types of goals specified in the Triple T concept will be fully implemented in this program.

Fifth, the proposal is predicated on the assumption that any teacher training program that will produce qualified teachers must be given freedom to experiment within the university and public school systems. The instructors responsible for the program must also be willing to demonstrate their skills both in the public school and in the university settings rather than preach about them. Similarly, the public school teachers who would work closely with the university in the program would achieve the status of clinical professors as they gain skills in the process of teacher education. The development of clinical professors and an "in the field" type of teacher preparation

are still other major objectives.

C. Project Organization, Content and Schedule

This program has several key components: (1) the high school completion phase; (2) the blending of a general college education with professional preparation components; (3) the complete re-structuring of professional learning experiences; and (4) a recyling of graduates to work with newcomers in the program. The discussion that follows should not be interpreted as the "final word" on the actual organization and content of the program. On the contrary, the expectation is that the program staff will be given maximum freedom to alter and restructure these ideas as their experiences will deem necessary.

I. High School Completion

It is essential that as inner-city high school students are recruited for the program, a portion of their final year in high school involve them with faculty and students from the university. It is anticipated that the group recruited will meet once a week on campus in a seminar designed to: (a) provide help in any of the high school courses necessary for graduation; (b) orient the student to life on campus; and (c) provide a setting for all of the subtle, supportive individual contacts that should encourage the student to want to come to Wayne, to Monteith College in particular, and to consider becoming a teacher. It is clearly necessary that the Wayne faculty

and students involved in this process visit the high schools regularly and provide the bridge-building necessary, including tutorial help for those students who are having academic or personal difficulties in conceiving of themselves as "college material." In short, the heritage of discrimination and prejudice will need to be honestly confronted as all of these efforts are undertaken. The role of other black students on campus in helping the group to learn about Wayne cannot be underestimated. It is also vital that, once admitted, the students be a part of the mainstream in Monteith College in every way possible. While supportive activities will be undertaken, the group will be fully immersed in the regular program of Monteith College.

2. General Education and Professional Components

The general education and professional components of this program are threefold: (1) a general education core consisting of study in the areas of the social sciences, the natural sciences and the humanities; (2) an in-depth study of one of the above areas in terms of its content, methodology and structure; (3) a professional education sequence including on-the-job training.

The professional sequence is maintained as a constant stream throughout the entire undergraduate program. It is designed to support each student as he moves through his various roles of paraprofessional, student teacher, intern, and in-service teacher. An analysis of teaching behavior will be the central theme of the program while content from the educational foundations will be utilized to undergird

this analytical approach. Approximately half of each student's time will be spent in field experiences which will provide extensive opportunities for him to relate theory to practice, to provide service to schools while learning, and to develop his own style of teaching.

During the first year, while serving as a teaching aide, each student will take part in a professional seminar dealing with the organization and structure of the school, the role of the teacher in the school and in society, and a beginning study of the nature of human development and the learning process. During the second year, students will begin exploration of the structure and uses of knowlege with emphasis on the meaning and utilization of professional study will focus on an in-depth analysis of teaching. This will accompany the growing classroom responsibility the students assume as they serve as team interns or student teachers. During the fourth year, while working as interns, the students will study effective teaching-learning designs. Also beginning in the fourth year and continuing during the first year of in-service work, theories of instruction will be analyzed and systems of evaluation, including self-evaluation, will be studied. This will be the period when demonstration and evaluation of teaching competencies will be given the greatest attention. The areas of study indicated above are basically an adaptation of the work of Herbert LaGrone.[1]

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[1]Herbert F. LaGrone, (Director), A Proposal for the Revision of the Pre-Service Professional Component of a Program of Teacher Education. A Progress Report of the Teacher Education and Media Project. Washington, D.C.: American Association of Colleges for Teacher Education, 1964.

The professional seminars that will continue throughout the undergraduate program will enable the instructional staff to suit appropriate themes and areas of study to the needs of the students.

All of the students will be enrolled for four years in the basic course sequences of Montieth College. Monteith College was organized as an experimental college several years ago and offers both a sequence of course experiences and a philosophy of general education most conducive to the type of approach specified in this proposal. These sequences are made up of courses in Natural Science. the Science of Society, and Humanistic Studies.

The basic sequence in Natural Science includes courses in the following: (1) Rise of Scientific Thought; (2) Structure of Formal Sciences; (3) Macrophysical World View; (4) Microphysical World View; (5) Evolutionary Hypothesis; (6) Contemporary Problems in Sciences. The Sciences of Society sequence includes: (1) Problematic of Social Science; (2) Social Change; (3) Key Concepts and Basic Skills; (4) Civilization; (5) Research Project. The Humanistic Studies sequence courses are: (1) Man and the Arts; (2)Style and Meaning; (3) Persistence of Tradition; (4) Contemporary Man and the Arts.

A great deal of flexibility , individual instruction, and small group seminars are provided for in the Monteith curriculum. This will permit a close linking of general education and professional education work and provide the opportunity to make the subject matter of the liberal studies relevant to teaching in an elementary or

junior high school. Approximately one half of a student's time is devoted to these sequences during the first two years and about one-quarter of his time in the last two years.

A touchstone of educational theory has been the concept of "Learning by doing." Ingredients of this theory are found in all teacher preparation programs, but most programs are essentially part-time undertakings for students and the conditions of student teaching are usually too contrived to truly help persons develop teaching skills.

This proposal is based on the premise that the prospective teacher should move through several stages of preparation over a protracted period of time and that these stages should be directly related not only to professional preparation courses, but also to the general education or liberal arts courses required for a bachelor's degree. As the prospective teacher moves through the states of paraprofessional, teacher aide, student teacher, and intern, he will be gradually inducted into all phases of teaching. In contrast with the limited experiences of student teaching,the student in this program will be receiving on-the-job training from the very first quarter he is at the university.

In terms of subject matter related to a teaching career, it does not appear fruitful to argue that courses X, Y, and Z are essential for the preparation of an elementary teacher as contrasted with a secondary teacher, a specialist in physical education, and

so on. Distinctions such as this are important in some professional courses, but in terms of the general education background required of teachers, the key ingredient is not specifically what courses are taken as whether or not they are relevant to what teachers need to know in order to be knowledgeable and effective. For this reason, the general education and liberal arts courses recommended for students in this program are predicated on a cooperative arrangement between the School of Education and Monteith College, as has already been noted. Listings of appropriate courses in and of themselves are not a sufficient guarantee of a good education unless some cooperative decisions are reached. It is essential that the several general education instructors who work with students in this program be willing to analyze what they teach (whether it be the social sciences, English, natural sciences, and so on) in terms of its relevancy for public school teachers. This, of course, has been and will be a constant challenge to those implementing this program.

The Monteith College curriculum also provides an excellent foundation for advanced subject specialization. The bulk of this work would be completed during summer sessions.

Other liberal-professional work recommended for the program would include studies in social psychology, sociology of the urban schools, intergroup and interpersonal relations, data processing systems, and communication theory.

The total program as presently conceived provides a genuine

unification of general education, specialization, and professional education so that all experiences engaged in by the students are relevant to the preparation of a career teacher. There is no question that it will be a demanding program, but this may well be its strength not only for the students initiating it but for all students preparing for teaching.

3. The Professional Preparation Sequence

In terms of specific approaches to teaching methods and techniques appropriate for such a program, the major principle involved is that teachers are likely to perform in the classroom as they have been taught to do so by all of the instructors whom they have encountered over the years. Given that the typical high school graduate can conceive of himself as a teacher in only a limited sense, it will be essential that College instructors organize their courses along lines that maximize student participation, encourage self-study and provide ample opportunities for reflecting upon ideas. They will also need to be persons who will see the importance of demonstrating good teaching techniques rather than simply verbalizing them.

What has been suggested above can best be developed in the pre-classroom clinical experiences of the program. Students in the program will participate in seminar activities designed to gradually enhance their aptitude for teaching. It would appear that, of all the approaches to teacher education in the nation, the Stanford model of micro-teaching is one of the most promising since it focuses on

<u>demonstrable skills.</u> It is anticipated that the seminar accompanying all of the in-school experiences for students will emphasize critical teaching methods and teaching skills. It is anticipated further, that these skills will be practiced via micro-teaching, simulation techniques, and role playing.

It must be emphasized and re-emphasized that students engaged in this program will be challenged to demonstrate their skills, just as their instructors will be challenged to demonstrate theirs. While there are many areas of debate within educational circles, there appears little reason to ignore the fact that every teacher must have at his command certain techniques of group management; that he must understand how to utilize his voice in varying school situations; and that he must be able to handle the various routines associated with class planning and operation. He must also be completely familiar with audio-visual and other types of instructional technology that are rapidly becoming available in all schools. These are but a few suggestions of the types of skills that can be developed in any teacher preparation program which insists upon demonstration of skills as a key criterion for measuring performance.

While the development of demonstrable teaching skills is a vital part of the program, several other equally important goals are essential. First, teachers should have a firm grounding in theories of learning as they can be applied in the classroom. Child growth and development coursework would be directly related to this area

of knowledge. Second, teachers should be prepared to cooperate with a variety of other staff members, from paraprofessionals to computer instruction specialists. Third, teachers should be prepared to work closely with parents and to become fully aware of community problems and aspirations. Fourth, teachers should be prepared to view curriculum patterns as models that are open for analysis and reform.

Student teaching in and of itself is only one facet of the program. As has been emphasized, students in this program will serve in several capacities throughout the length of the program. They will, indeed, be student teachers for about one semester in the third year of the program. This experience will come after two years of actual on-the-job experiences as paraprofessionals and teacher aides. This will not, therefore, be the ordinary student teaching experience. Persons in this program will be so familiar with the general routines of school life and the roles of the teacher that they ought to be far more effective as student teachers than is now the case. Student teaching in this program comes about midway in a series of related professional experiences and is really a preparatory experience for the more intensive internship experiences that come in the fourth year.

As an intern, the student will be a part of a five member team made up of four interns and a clinical professor, i.e., an experienced classroom teacher holding a university appointment. It will be the responsibility of the team to teach two classrooms of children, with the clinical professor helping the interns to plan, implement

and to evaluate all its activities. The clinical professor will also be expected to demonstrate his skills regularly to the interns and to be open for critical analysis in the same manner as the interns.

The internship will probably be the most intensive portion of the program because of the concentration on implementing the best available knowledge in classroom situations. It is anticipated that the gradual immersion of the student into the teaching role prior to the internship will prepare him to be an effective first-year teacher. It is implicit throughout the program that the "sink or swim" syndrome found among some educators is not a viable concept. While the homily that "We learn to be teachers in the first year" has much truth in it under current practices, it is possible to learn how to be a teacher at an earlier point in time. This program is designed to test the latter hypothesis. It is also designed to provide a logical transition to in-service reinforcement of the pre-service sequence.

As a student progresses through all facets of the program, he will do so as a member of a group of approximately 25 that will be broken down into various subject matter specializations and professional course specializations throughout the four years. But these sub-groupings will only be for specific purposes, and the opportunity for the student to learn from other students in his class will be strongly encouraged. We already have evidence in support of this goal in the college-within-a-college movement

in the nation. This type of structure is especially important at large urban universities where anomie often develops as the student goes through a loose collection of liberal arts and education courses leading to graduation and certification.

In the fifth year, each graduate will be a provisionally certified teacher and will be fully responsible for his own classroom(s). It is essential that graduates be placed in groups of three or four in any given school so that they can continue to interact with one another as they plan and evaluate their activities.

The principle of accountability will be a basic tenet throughout the program. Hence, in the on-going seminar staffed by university and school system personnel emphasis will be placed on progress the children in the classrooms are making as a result of the teacher's efforts. While other measures of effectiveness are also applicable, the question of whether the children are learning must be given a great deal of attention in all teacher preparation programs.

Lastly, it is anticipated that most of the fifth year teachers will be prepared to spend at least a portion of their time with college freshmen just entering the program. "Each one-teach-one" is our premise. If the program is successful, the usual bromide of the beginning teacher "not being ready" to work with college students will not be applicable. This outcome is anticipated because this program provides a continuity of pre-service and in-service experiences not common in most current programs.

First and Second Years:

Student will be employed on a part-time basis by the school district as teaching assistants (i.e., in a paraprofessional status,) and will devote the remainder of their time to their university program.

As teaching assistants, they will have the opportunity to work closely with program staff members in the public schools. Their experiences will be centered around the role of the school in the community, the role of the teacher within that context and the teachers special relationship to the enhancement of classroom learning. Among a number of specific pre-service activities:

a. Service as a teacher assistant or aide.

b. Learning about all components of school operation, e.g., office procedures, custodial requirements, food services, health services, community use of building and grounds, etc.

c. Working with student activity groups as an assistant to the sponsors of these groups.

d. Participating in those processes inherent in personalizing the education of students: record keeping, parent conferences, testing procedures, counseling, remedial programs, special education programs, etc.

e. Testing those methods and theories developed at the university classroom settings.

f. Gaining experience in community activities through community studies, participating in comunity groups, churches, block clubs, and social agencies.

g. Gaining experience in curriculum centers and in the preparation of teaching materials.

There will be a gradual immersion into these activities throughout the first two years of the program. Individual variations of this pattern are implicit in the program design in order to accomodate the student's varying rates of progress.

Third Year:

In addition to the opportunities and experiences continued from the first two years of the program, the internship of the third year should provide for:

a. Opportunities for team teaching with other student interns under the direction of a staff master teacher.

b. Closer contact with students allowing for greater utilization of materials and the personalization of curriculum theories developed over the previous two years.

c. Responsibility for lesson planning, execution and evaluation.

Fourth Year:

The experiences of the third year will be intensified as the student assumes responsibility for his own classroom. This individual classroom responsibility does not preclude cooperative endeavors with other instructors; indeed, in this the final years before certification the student will be best able to capitalize upon the accumulated learning experiences of the program to date.

4. Re-Cycleing Process: The Fifth Year

Graduates of the program will be granted provisional certification. Upon assuming a teaching position, these individuals should be able

to further expand upon the experiences and training acquired in the previous four years.

It is anticipated that graduates of this program will be placed in groups in various schools throughout the district so that they may continue to work cooperatively together as well as with their other teaching colleagues. The similar professional background of the graduates should enable them to function smoothly as members of a team in the school setting, thus insuring a greater impact upon the curriculum and the total effectiveness of the school.

It is expected that selected graduates of the program in their fifth and sixth year will become trainers of new classes of students enrolled in the program. Those who have succeeded originally should by their success be the logical ones to share most effectively their training, enthusiasm and dedication with others. It is also anticipated that persons in the program will be the most effective recruiters of a growing number of Negro high school students for college in general and for teaching in particular.

A feature of the fifth year is a regularly scheduled professional seminar in which graduates of the program will have the opportunity to share with one another and with new participants in the program their school experiences. Since the program allows for the highest development of the teaching art, the seminar should be viewed as a further extension, reinforcement, and diffusion of the techniques and aims of the program to a still larger audience. The inclusion

of new classes of program participants in the seminars may be viewed as an integral part of the building and maintaining of group cohesiveness so necessary to sustaining an innovative spirit among all concerned.

The underlying premise which permeates this teacher preparation program is the awareness and competence that is developed in the teacher candidates as related to their teaching-learning behavior. In essence, this would develop in the participants a sense of accountability for pupil success and learning acheivements. Not only is this a conscious goal, but it is also one that will, hopefully, direct these new teachers toward modification and clarification of their teaching concepts. An example of this skill would be evidenced by a highly individualized instructional program in the classroom, where a diagnostic-prescriptive inter-action involves the teacher with the student to the point that success in subject mastery and adequate self concepts enjoyed by the pupil is assured. In essence, a built-in responsibility for evaluation should be learned early in the training of teachers, thereby providing adequate time for development and refinement. By the time these students graduate, they will be expected to perform more successfully as teachers than teachers without this specialized preparation.

The entire program is summarized on the chart which follows.

COLLEGE OF EDUCATION & MONTEITH COLLEGE — WAYNE STATE UNIVERSITY

Teacher Preparation Work-Study Program

1st Year

	Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter	
High School Completion Activities	Teaching Assistant University work ½ time	University work Full time	Teaching Assistant University work ½ time	University work Full time	STIPEND: $1000

2nd Year

Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter	
University work ½ time Teaching Assistant	University work Full Time	University work ½ time	University work Full time	STIPEND: $1500

3rd Year

Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter	
Various Patterns of Student Teaching				STIPEND: $2000
University work ½ time	University work ½ time	University work ½ time	University work Full time	

4th Year

Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter	
University Work ½ Time (Teaching Internship) (4 interns and 1 master teacher for 2 classrooms.)	University Work ½ Time	University Work ½ Time 1 intern per classroom	University Work Full Time	STIPEND: $3000

5th Year

Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter
(Full time teaching and an on-going university-school system seminar focused on the implementation of the prior 4 years of preparation)			

D. Unique Elements of the Program

The program has six unique aspects: (1) It opens the door to college and to a teaching career for Negro inner-city high school students with a potential for teaching, but whose academic record may be below the usual admissions criteria and/or whose family income precludes going to college; (2) This program proposes an intensive approach to teacher preparation whereby the college student climbs the career ladder from paraprofessional to fully certified teacher over a four-year period; (3) It brings together Monteith College, the College of Education and the Detroit Public School personnel for a jointly planned and implemented preparation program.

The fourth unique feature is, however, the crucial one. Frank Riessman and others have been stating for years that the efforts to implement educational reforms for the disadvantaged child may well break the lock-step type of education imposed on all children. While the target group of the proposal is Negro high school students who might otherwise not go on to college, what will be offered to them is the best education available. In other words, the usual pattern of "compensatory education" is rejected in this program. In its place will be an effort to provide a teacher preparation program superior to any other currently available at this university or at almost every other university. Not only is it anticipated that a new career will be opened to the students accepted in the program,

but the education they receive may well be the model of what should be available at the university for all its students preparing to teach. The goal is high, but the usual patterns do not graduate enough high quality teachers; some serious reforms are vitally needed and new approaches must be tested.

Still another unique element is the formation of a three-member, full-time staff made up of one faculty member from Monteith College, one from the College of Education, and one (clinical professor) from the school system. Each person, in turn, will serve as the director of the project and they will bear full responsibility for the program's effectiveness. In a very real sense, this team will attempt to demonstrate what the Triple T concept is all about, i.e., a full partnership and full parity among all those directly responsible for a teacher preparation program.

Lastly, the program is predicated on the rationale that a person's undergraduate work can be so attuned to his professional aspirations that within a four year period of time he can become far more skillful and far better prepared than is too often the case in piecemeal teacher education programs throughout the country.

The entire program is based on the commitment that for every group of students entering the program there will be a group of faculty members responsible and that all professional courses related to the program are constantly open for review. That is, any given professional preparation course developed for the program,

any given field experience, and any given general education course must constantly be appraised in terms of its relevancy for developing a well-rounded university graduate as well as a well-trained school teacher.

Adjustments in terms of more or less of any given component in the program will be the rule rather than the exception. The concept of individualized instruction must be fully implemented at the college level if there is any reasonable hope that the teacher graduating from the program will provide the same opportunities for his students. For example, not every student will be ready to be a teacher's aide or a student teacher at the same time; nor will every student be able to maintain adequate grades in various university courses. It is the premise of this program, however, that the instructors working with the students will do their best to help students to earn their degrees and to become competent teachers. Everyone involved will be given the full range of opportunity to find his way through university life and into teaching. Those not completing the teacher preparation program will be given every assistance to redirect their goals.

E. Work Experiences

The entire proposal is dedicated to blending academic and work experiences. As has been already detailed above, the work experiences undertaken by students encourages them to climb a career ladder over a four-year period. There is no other teacher

preparation program ever attempted in this area that has placed a higher emphasis on the concept of "learning by doing."

F. Evaluation and Dissemination

Evaluation procedures must be on-going so that findings can be used to alter, improve and develop new characteristics in the project. In the case of the Teacher Preparation Work-Study Program, constant feedback procedures and subsequent follow-up studies of graduates are essential techniques that will provide the means for determining the program's focus and efficacy.

Some of these feedback procedures will include: (1) Video taping and critical review of micro-teaching units; (2) Training and use of classroom dynamics, i.e., Flanders Interaction Analysis, etc.; (3) Case conference techniques, i.e., a team composed of the student, a faculty member and an intern supervisor (clinical professor); (4) Student logs ; and (5) Reports of critical incidents.

Periodic evaluation meetings of project personnel and students in the program will be scheduled. At each session, a review of program objectives, impeding factors, and solutions would be taken up as a matter of normal procudure in the conduct of this project. Students must be included in these meetings and in all other aspects of planning and review. They constitute the target population to be most affected by the total design of the program and their ideas are crucial. Brainstorming regarding alternative directions is also vital since the variables affecting the progress being made by

each student will demand constant reappraisal.

Plans and procedures will be continuously monitored so that they may be controlled and refined as the project goes on. This procedure should anticipate problem areas and lead to their resolution. The procedures will include observation of the candidate, interviews will all persons involved in the project, and examinations of the effectiveness with which the program's goals are being achieved. On the basis of these findings, procedures can be adjusted and revised and alternative procedures substituted.

At the end of each year an evaluation of the candidates will be made to determine the degree to which they have internalized the cognitive and behavioral goals of the project. Techniques used will include performance reports on check lists devised by the students and staff, video tapes for self and group analysis, standardized observation techniques, and so on. From these annual evaluations will come measures of the program's effective and weak points.

After completion of the project, a controlled study will be conducted comparing the performance of project teachers with the performance of a group traditionally trained teachers teaching under as nearly comparable conditions as possible. At the end of 1, 2, and 3 years the performance of the teachers in both groups will be compared. Some variations which could be examined are:

1. Teacher behaviors in the classroom as measured by standardized observation techniques (Flanders or OSCAR)

2. Advanced training pursued by subjects in both teacher groups, considering both the kind and the quantity of such training.

3. The amount and kind of innovations and research being conducted by teachers in both groups.

4. Performance of pupils on standardized tests.

Specialized personnel, including an educational anthropologist and an educational psychologist, will be directly involved in program evaluation. These persons would focus upon the teaching-learning phenomenon from the socio-cultural and from the individual's viewpoints, respectively. It is anticipated that these persons will help the students and the faculty become sensitive to, for example, the subtle forms of discrimination that some of the students may need to confront and overcome.

In addition, outside evaluation will be solicited by involving MOREL, the Michigan-Ohio Regional Education Laboratory, to provide its knowledge, skills, and advice in the operation of this program. This type of outside evaluation has been lacking in many other efforts to improve teacher preparation and may well help to challenge the homily that "all programs work" -- according to the persons planning and implementing them.

Finally, it must be underscored that the goal of all of the evaluative and self-study ideas described above are twofold: first, and most obvious, to make the program as effective as possible;

second, and just as important, to make it possible to disseminate the ideas that work into the mainstream of the preparation program at the university. Unless that mainstream is altered, all such innovative programs will come to naught. It will be the responsibility of the project staff to utilize every conceivable form of dissemination techniques to ensure that the components of the program proved to be most effective do not end up in a final report never to be read.

G. Staff

A three-member team will be directly responsible for all aspects of the program: one faculty member from the College of Education, one faculty member from Monteith College, and one clinical professor (an experienced teacher) from the Detroit Public Schools. These persons will each serve for one year as the director of the project, they will earn the same salary, and they will have full parity in all aspects of decision making.

Among the criteria utlized in selecting these staff members will be the following:

1. A commitment to working with and helping Negro students and all other students to "make it" in college.
2. A proven flexibility in their approach to teaching and the preparation of teachers.
3. An interest in working in a cross-disciplinary program.
4. A willingness to demonstrate techniques of teaching pertinent to the program.
5. A willingness to share decision making with students.

6. An awareness of the uncompensated time required of individuals in experimental programs.

7. A willingness to work closely with teachers in the schools who will be assigned students in the work portion of the work-study program.

8. A willingness to alter aspects of the program that are ineffective.

9. A willingness to work with other university and school system personnel so as to "tune them in" to the goals of the program.

There are no doubt other criteria that may be suggested. These are sufficient, however, to underscore the types of individuals needed. It is also vital that the team be integrated. It is pointless to recruit Negro students for any program of this type unless that program includes black educators deeply committed to the welfare of the students and to the success of the program. There are on the Wayne State University faculty and in the Detroit Public Schools a number of individuals who can meet all of these criteria. Some of these persons are already involved in programs that call for creative and flexible persons, e.g., the Teacher Corps, Project Upward Bound, and so on. Others have the commitment but as yet have not been involved in any particular project beyond their own classroom activities.

Two individuals have already indicated a strong interest in the proposal:

Mrs. Roslyn McClendon. Mrs. McClendon has had almost 19 years experience in the public schools. She has been a teacher, assistant

Principal, and principal. She will be joining the newly formed Office of Urban Education at the College of Education in September of 1968. Mrs. McClendon was associated with the Continuing Education Department of the Detroit Public Schools, mainly being concerned with in-service education programs. She is also active in the utilization of sensitivity training as one aspect of in-service programs. She held a joint appointment with Wayne State University in 1965-66, serving as a co-director of a NDEA Institute for teachers of disadvantaged children. Mrs. McClendon is working toward her doctorate at the University of Michigan. As has been suggested above, the director of the project will be from the College of Education in the first year of the program and it is anticipated that Mrs. McClendon will be that director.

Dr. Richard Schell. Dr. Schell is an Executive Assistant at Monteith College. He is active in advising students at Monteith, and has a comprehensive grasp of the total curriculum in Monteith and all of the possibilities for implementing this program within Monteith College. His advanced degree is in the area of Guidance and Counseling. He has been instrumental in developing a number of cooperative ideas involving Monteith and the College of Education. He helped to develop this proposal and is also a member of the Wayne State University-Detroit Public Schools Triple T Planning Committee.

The third person to serve as a full-time staff member will be an experienced teacher from the Detroit Public Schools who will be given a faculty appointment as a Clinical Professor. There are several teachers currently working closely with the University who could well fulfill this role. Until we are sure the program is indeed going to be implemented, it did not seem fair to raise the expectations of any of these persons regarding this position at this time. Among the persons who will be invited to serve in an advisory capacity to the project and to help select additional staff members are the following:

1. Mrs. Margaret Ashworth, Associate Director of the Teacher Corps, on leave from the public schools, and developer of the Afro-American History Curriculum Center.

2. Dr. Max Coral, Associate Dean, Monteith College, a member of the WSU-Detroit Public Schools Triple T Planning Committee.

3. Dr. Howard Reilly, Director, Directed Teaching Office. Former Associate Director of National Teacher Corps Program at Wayne State University; staff member of numerous Human Relations Institutes; Member of the WSU-Detroit Public Schools Triple T Planning Committee.

4. Dr. Charles Stewart, Acting Director, Continuing Education Department, Detroit Public Schools, active in developing a wide-range of new approaches to teacher education in inner-city schools.

5. Mr. Arthur Johnson, Deputy Superintendent of the Detroit Public School-Community Relations Division, and former director of the Detroit branch of the NAACP.

6. Dr. Richard Wisniewski, Assistant Dean, College of Education. Former director of National Teacher Corps program at WSU and a former director of an NDEA Institute for teachers of disadvantaged youth. Ten years of public school experience.

7. A representative of a community group concerned with educational opportunities will also be invited to join this group.

H. Selection Procedure

Initial recruitment of necessity take place among 12th graders to secure candidates for inclusion in the first year of the program. In succeeding years it will be possible to begin candidate identification in grades 10 and 11, thus increasing the number of potential candidates.

We are seeking to enlist Negro high school students who indicate an interest in making teaching a career. Recruitment will be focused in inner-city high schools and preference will be given to Negro young men, though the program will not be restricted to men. Students in all Detroit inner-city high schools will be considered.

The program is not restricted to students in the college preparatory track in high school. On the contrary every effort will be made to recruit students in all curriculum areas, i.e., the business, vocational and general tracks.

Many of these individuals may not have considered college work and the requirements necessary for teacher certification as a possible avenue toward life's work. The early identification of candidates will allow for re-directing the school programs of many students who otherwise would lack some of the prerequisites for successful college work and a certification program. Payment of stipends will help to make it possible for these students to attend the university.

Identification of candidates can be initiated by public school personnel who have some knowledge of individual students, i.e. ,

classroom teachers, counselors, principals, coaches, and the like. Future Teacher's Clubs are another possible source. Another key source of candidates will be the senior high school Neighborhood Youth Corps. Some of these students have already shown their proctivity for teaching by virtue of their work experience. It is anticipated that students from Monteith College and the College of Education will play a vital role in the recruitment phase of the program. It is also anticipated that groups of black students on campus would also be interested in participaing in recruitment efforts. Upon recommendation candidates shall be screened for their interest in and aptitude for an experimental teaching program by a committee composed of staff members, both public school and university.

Students initially recruited will join a seminar meeting on campus on a once-per-week basis and staffed by selected Monteith and College of Education staff and students. It may be possible to give credit for this seminar in lieu of one of the courses required for high school graduation, e.g., a social science or English course, or perhaps an elective. It is possible that this concept of high school completion will be enlarged as a result of this program.

The seminar will serve mainly to orient the high school students to Monteith College, to campus life in general, to all of the details of the program, and to teaching. In respect to the latter goal, some tutorial work with young children and some very limited micro-

teaching experiences will be designed to help determine an individual's potential for teaching. The transition from high school to college is difficult for most students and this experience should help to reduce the anxieties likely to develop. Those students requiring tutorial help will be able to get it in this setting wherein a number of college students and faculty will be available to help the incoming student. Most importantly, the seminar may help to overcome some of the problems faced by Negro students from a ghetto school entering the predominated all-white world of the campus. It must be stressed again and again that the involvement of black faculty members and students in various aspects of the program is the most direct way to both help the new student and to sensitize other faculty members to the overt and covert racism that exists on even the most "liberal" campus.